

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Double Adobe Elementary School

Double Adobe Elementary District  
7081 N. Central Hwy, McNeal, AZ 85617

- ☐ Excelling
- ☐ Improving
- ☐ Maintaining Performance
- ☐ Underperforming
- ☒ Extremely Small School

**Administrator:** Ms. Pamela Sanders  
**Schedule:** 8:00 AM to 3:30 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** doublead@qwest.net

**Grades:** K-6  
**2002 Enrollment:** 56  
**Phone:** (520) 364-3041  
**Fax:** (520) 364-6796

## ∨ School Overview ∨

### Mission

We provide a variety of programs to meet students' needs in 2-grade traditional classroom setting. Arizona Academic Standards are emphasized in addition to various enrichment activities. We utilize our community resources to provide a complete, well-rounded education for our K-6 district. We provide opportunities to develop responsible, independent and productive citizens. Through gifted, special education, and No Child Left Behind Title I we are meeting the needs of all our students.

### Organization and Philosophy

- w Arizona Academic Standards
- w Traditional
- w Multiage Classrooms
- w Self-contained Classrooms

### School/Academic Goals

- w Instructing students to meet the Arizona Academic Standards as prescribed by the state of Arizona.
- w Encourage literacy in computer science.

### Instructional Programs

- w On-site Special Education
- w No Child Left Behind - Title I
- w Gifted
- w Tutoring Program
- w Cultural Programs
- w Positive Decision-making Skills
- w Parental/Community Involvement Program
- w Environmental Awareness

- w Offering foreign language and cultural experiences in all grades.
- w Having all children reading by third grade.

### Enrollment

October 1, 2001 School Year Student Enrollment:	66
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	12

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

0 School Administrator(s)  
 0 Non-certified Employee(s)  
 0 Teacher(s)  
 0 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

### Council Duties

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	0.50	Teacher	4.00
Other Professional Staff	0.00	Teacher Aide	2.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	2	0	0	0
10 or more years	0	2	0	0

## ▽ Shared Responsibilities ▽

### School

We believe that parents and school form a partnership in developing strong citizens. Parents receive an orientation letter at the start of each year outlining district rules and procedures. Parents have the opportunity to review these & comment. They receive a monthly school calendar listing all events. Conferences are held after the 1st & 3rd quarters to discuss student progress. The Board of Trustees develops policies & procedures to ensure a safe environment for all students & staff members.

### Parents

Bus services are provided for students. We request that students come properly attired to promote a good learning environment. Students should come to school with a good breakfast so that they can concentrate on their course work. We do not provide food services, so a nutritious sack lunch should be brought daily for the children.

## ▽ Transportation Policy ▽

Double Adobe School runs one 72-passenger bus on one fifth-five mile route daily. Students and parents are given bus rules at the beginning of each school year and safety is emphasized at every opportunity. Evacuation drills are done routinely to promote student safety.

### ▼ Calendar Information ▼

**Number of Instruction Days:** 177      **First Day of School:** 8/14/02  
**Average Daily Instruction Time:** 6 hrs. 15 min.      **Last Day of School:** 5/23/03  
**Operates on Traditional Schedule**

#### Report Card Release Dates

10/25/02

1/17/03

3/27/03

5/23/03

### Additional Calendar/Report Card Information

### ▼ Resources Available at School Site ▼

#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - No

Lunch - No

Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

#### Special Facilities

W School Library

#### Extracurricular Activities

W Rural School Yearly Track Meet

W Participates in County Spelling Bee

#### School/Community Resources

W Counseling Services

W Cochise County Health Dept. Nutrition

W Recreational Activities

W Health Services from Special Ed Co-op

W Cochise County Bookmobile Activities

W Speech and Hearing Services

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

W NDS

#### Student Information: 2001-02 Student Activity Rates

		Arizona		
	School	K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	30.5 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	3.7 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	94.7 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	5.3 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
NDS	

## ✓ Academic Achievement Indicators ✓

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	**	**	**	**	**	**
	State	58840	524	9%	17%	45%	29%
Writing	School	**	**	**	**	**	**
	State	57282	541	10%	12%	63%	16%
Mathematics	School	**	**	**	**	**	**
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

Reading	School	**	**	**	**	**	**
	State	61305	505	21%	20%	43%	15%
Writing	School	**	**	**	**	**	**
	State	59599	512	17%	26%	42%	16%
Mathematics	School	**	**	**	**	**	**
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ✓ Mathematics Education and AIMS ✓

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
<b>1</b>	Reading	--	--	--	--	--	--	--	--	--	100	47	60	--	--	--
<b>2</b>	Reading	--	--	--	100	71	50	79	55	52	50	13	53	83	38	57
	Language	--	--	--	100	64	40	79	39	43	40	--	44	83	23	48
	Mathematics	--	--	--	100	59	51	79	26	55	50	12	57	83	40	61
<b>3</b>	Reading	100	42	47	92	50	47	71	**	48	80	29	50	17	**	50
	Language	100	51	49	92	46	51	100	79	54	80	48	56	33	**	57
	Mathematics	100	34	46	92	26	49	100	72	52	80	31	54	33	**	56
<b>4</b>	Reading	90	68	53	75	57	54	100	46	54	83	74	55	50	42	55
	Language	90	54	47	75	64	49	100	34	48	100	71	50	67	53	50
	Mathematics	90	61	51	75	54	54	100	32	55	100	53	57	67	76	58
<b>5</b>	Reading	100	65	51	100	71	51	92	50	51	83	38	51	67	63	53
	Language	100	41	42	100	65	44	92	41	45	83	53	45	67	71	47
	Mathematics	100	54	51	100	67	54	92	54	55	83	46	57	67	73	59
<b>6</b>	Reading	73	66	53	100	76	54	100	73	53	100	57	54	50	**	56
	Language	73	56	41	100	52	44	100	71	44	100	42	45	50	**	47
	Mathematics	73	69	57	100	71	59	100	78	60	100	59	63	50	**	65

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	**	**
<b>Grades 3-4</b>	*	*
<b>Grades 4-5</b>	*	*
<b>Grades 5-6</b>	*	*
<b>Grades 6-7</b>	***	***

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Double Adobe School believes that students should develop a strong sense of community and belonging. We feel in doing this students have a positive attitude toward fellow students and adults. This helps create a safe and productive environment for the whole school community. Our students are encouraged to work together as a community through peer tutoring, reading buddies and other schoolwide activities. All students are included in activities throughout the school year.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	NDS		
<b>Transportation Policy</b>	Pamela Sanders	(520) 364-3041	
<b>Community Resources</b>	Mary McDonald	(520) 364-3041	
<b>School Nutrition Programs</b>	NDS		
<b>Parent Organization</b>	NDS		
<b>Student Health/Nurse</b>	Ora Goodman	(520) 364-3041	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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